

DOCUMENT RESUME

ED 052 468

AC 010 518

TITLE Functions of the New York State Learning Laboratories.
INSTITUTION New York State Education Dept., Albany. Bureau of Basic Continuing Education.
PUB DATE 71
NOTE 121p.
EDRS PRICE MF-\$0.65 HC-\$6.58
DESCRIPTORS *Adult Education, *Learning Laboratories
IDENTIFIERS *New York

ABSTRACT

The descriptions that are contained in this document were prepared by the New York State Learning Laboratory specialists and show the diverse patterns of operation. Thirteen centers are included. (CK)

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functions of the new york state LEARNING LABORATORIES

Bureau of Basic Continuing Education THE STATE EDUCATION DEPARTMENT Albany, New York 12224

FOREWORD

On February 5, 1971, New York State Learning Laboratory Specialists and members of the Bureau of Basic Continuing Education met to develop and enhance existing Adult Basic Education learning laboratories. At this meeting, various functions of the learning laboratories were identified. Each Learning Laboratory Specialist assumed the responsibility of describing his or her own instructional operation.

The descriptions that follow were prepared by the Learning Laboratory Specialists and show the diverse patterns of operation. Each learning laboratory has evolved an organization particularly suited to its adult students and staff.

Genuine appreciation is expressed to the Lab Specialists, not only for preparing the material, but for their sincere and successful efforts to serve the students of the New York State Adult Basic Education Program.

Bureau of Basic Continuing Education, THE STATE EDUCATION DEPARTMENT
Albany, New York 12224

NEW YORK STATE ADULT LEARNING CENTERS

ALBANY

Albany Learning Center
South Town Shopping Plaza
Albany, New York 12202
Tele: 518 463-2154

Lab Specialist -

Rose Marie Lamorella

Program Coordinator -

Garrett Murphy

BINGHAMTON

Binghamton MDT Center
87 Chenango Street
Binghamton, New York 13905
Tele: RA3-9465

Lab Specialist -

Mrs. Patricia Moore

MDT Coordinator -

George Orancheck

BUFFALO

Buffalo Adult Center

Lab Specialist -

Philip Riforgiato

Program Coordinator -

Jerome Yavno

City Hall, Room 816

Buffalo, New York 14208

Tele: 716 842-2378

NIAGARA FALLS

Whitney Avenue Adult Center
Whitney Avenue
Niagara Falls, New York

Lab Specialist -

Harry Kargatis

Program Coordinator -

Mr. Gerardo Franciosa

Board of Education

607 Walnut Avenue

Niagara Falls, New York 14301

Tele: 716 BU5-5251 Ext 225

SCHENECTADY

Washington Irving Educ. Center
418 Mumford Street
Schenectady, New York 12307
Tele: 518 374-4479

Lab Specialists -

John DeSimony

Ms. Frances Loeffler

Program Coordinator -

Edwin Agresta

SYRACUSE

Washington Irving Adult Center
644 Madison Street
Syracuse, New York 13210
Tele: 315 478-5603

Lab Specialist -

Joseph Gangemi

Program Coordinator -

William Jacques

NEW YORK STATE ADULT LEARNING CENTERS

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18 Mumford Street
Chenectady, New York 12307
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Lab Specialists -

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Ms. Frances Loeffler

Program Coordinator -

Edwin Agresta

SYRACUSE

Washington Irving Adult Center
44 Madison Street
Syracuse, New York 13210
Tele: 315 478-5603

Lab Specialist -

Joseph Gangemi

Program Coordinator -

William Jacques

WHITE PLAINS

Rochambeau Comprehensive Adult
Center

Fisher Avenue

White Plains, New York 10606

Tele: WH8-3440 Ext 28

Lab Specialist -

Mrs. Helen Guiliano

Program Coordinator -

Elliot Lethbridge

UTICA

Utica MDT Center

366 Columbia Street

Utica, New York 13502

Tele: 315 732-8132

772-2915

Lab Specialist -

Mrs. Shirley Skahan

MDT Director -

Sherman Mears

ABE Program Coordinator -

Donald Montano

YONKERS

Yonkers Community Education
Center

1 Highland Avenue

Yonkers, New York 10705

Tele: 914 963-4912

Lab Specialist -

Mrs. Sally Perr

Program Coordinator -

Mrs. Joan O'Gorman

NEW YORK STATE ADULT LEARNING CENTERS

IN

NEW YORK CITY

TIME III

Arthur Avenue Adult Center
1910 Arthur Avenue
Bronx, New York

Lab Administrator -

Len Ptaschnik

Project Director -

Mrs. Doris Moss
130 Clinton Street
Brooklyn, New York
Tele: 212 596-7557

MDT

Harlem Teams for Self Help
179 West 137th Street
New York, New York 212 368-2400

Lab Specialist -

Ms. Jackie Hunter
Ms. Rose McDowell

MDT Project Director -

Eugene Commander
Tele: 368-2400

WIN

Forsythe Adult Center
198 Forsyth Street
New York, New York

Lab Specialist -

Mrs. Judith Foxe

W.I.I

P.S. 47 Adult Center
480 Pacific Street
Brooklyn, New York

Lab Specialist -

Jay Jacobs

Project Director -

Mrs. Gladys Alesi
Board of Education
110 Livingston Street
Brooklyn, New York
Tele: 212 875-2336

Orientation	Diagnostic Testing
<p>Lab orientation is done by explaining to the students the nature of the Lab, its materials, and the type of program individualized to his needs. The use of the folder is fully explained. The type of help available to the student is also explained at this time so that confusion is avoided. Everything possible is done to make the student feel welcome in the learning situation.</p>	<p>Diagnostic testing is done in reading, math and English. Skills and concepts are tested through commercial, teacher-made, and in-book tests and evaluations.</p> <p>Although diagnostic testing is most often done with lab students, the lab specialist is sometimes called upon to diagnose problems of a classroom student in order to aid the teacher in isolating a particular problem area.</p> <p>Progress testing is done periodically to indicate achievement. This type of evaluation indicates up-grading of materials, schedule revision, reinforcement areas, and new problem areas to be worked on particularly for Lab students.</p> <p>The Lab also acts as a testing center of the school for all beginning students.</p>

ALBANY LEARNING CENTER

Diagnostic Testing	Prescription/Placement in Materials
<p>Diagnostic testing is done in reading, math and English. Tests and concepts are tested through commercial, teacher-made and in-book tests and simulations.</p> <p>Although diagnostic testing is most often done with lab assistants, the lab specialist is sometimes called upon to solve problems of a class-student in order to aid the teacher in isolating a particular problem area.</p> <p>Progress testing is done periodically to indicate achievement. This type of evaluation indicates up-grading materials, schedule revision, reinforcement areas, new problem areas to be added on particularly for Lab assistants.</p> <p>The Lab also acts as a learning center of the school for all beginning students.</p>	<p>Initial placement is based on test diagnosis and teacher-student interview. Grade level is used as rough indicator of book level placement with specific errors indicating types of materials used. Several materials are assigned to eliminate boredom and insure the mastering of concepts. Interest, levels, and speed of mastering concepts are taken into consideration. Change of prescription is done on the basis of retesting and evaluation.</p>

Development of Skills	
<p><u>OTHER</u></p> <p>Basic English is taught through a programmed or self-directed approach beginning with parts of speech and ending with good usage.</p> <p>Science and Social Studies.</p> <p>Vocabulary is introduced at the upper level.</p> <p>Special subjects on a short term basis include a Black History filmstrip package, nurses aide, math and vocabulary, and "special test" preparation for Civil Service and Police Department.</p>	<p><u>MATH</u></p> <p>The often next</p> <p>St. for a</p> <p>La:</p>
	<p><u>OTHER</u></p> <p>The often next</p> <p>St. for a</p> <p>La:</p>

ALBANY LEARNING CENTER

Remediation of Specific Skills Deficiencies

MATH

Those students whose levels fall between two classes are often referred to the lab to quickly prepare them for the next level.

Students who have shown little class progress enter the lab for a change in teaching patterns.

Lab students can have:

1. Computational errors
2. A deficiency in working with word problems
3. Gap between computational score and solving word problems score or vice-versa

OTHER - Basic English

Those students whose levels fall between two classes are often referred to the lab to quickly prepare them for the next level.

Students who have shown little class progress enter the lab for a change in teaching patterns.

Lab students can have:

1. Gaps in English skills
2. English usage skills for a particular class

Development of Skills

READING

Developmental reading from levels 3-8. High School Equivalency skills are also taught for students on that level.

Reading instruction includes helping the student learn both vocabulary and reading comprehension skills.

1-3 level students are given special help when they are scheduled into the lab. A limited number of these students are scheduled in at any given time due to the intense nature of instruction necessary.

Foreign born ABE students with pronunciation problems are also helped.

MATH

Math skills are taught sequentially from the concept of numbers through algebraic reasoning, geometry and trigonometry.

Problem solving is introduced on a beginning level and carried through the entire sequence of skills.

READING

Those often referred to as next level

Student lab for a

Lab stu

- 1.
- 2.

- 3.
- 4.
- 5.
- 6.

ALBANY LEARNING CENTER

Remediation of Specific Skills Deficiencies

READING

Those students whose levels fall between two classes are often referred to the lab to quickly prepare them for the next level.

Students who have shown little class progress enter the lab for a change in teaching patterns.

Lab students can have:

1. Speed problems
2. Wide splits between reading, comprehension and vocabulary

(Vocabulary 10+
Reading 6.0

or

Vocabulary 7.1
Reading 9.2

3. Phonics problems
4. Pronunciation problems
5. Listening skills problems
6. Comprehension deficiencies within a given level

Evaluation	Correlation with Classroom Activities	
<p>Student folders are evaluated on a weekly basis to renew prescription.</p> <p>Evaluation of lab staff is done by the Lab Specialist and Instructional Supervisor.</p>	<p>The Lab Specialist acts as a consultant for the classroom teacher by diagnosing special problems in reading and math.</p> <p>A student may be referred to the lab to work on a special problem for part of a class period a few days a week. Such hardware as reading machines, tape recorders, video tape recorders and sight-sound projectors are used in this way also.</p> <p>Any equipment can be loaned to the classroom teacher for utilization when requested.</p>	<p>Initiate the guide</p> <p>Program the student room to</p> <p>Class can make the Lab Instructor</p>

ALBANY LEARNING CENTER

Correlation with
Classroom Activities

Scheduling

The Lab Specialist acts as a consultant for the classroom teacher by diagnosing special problems in reading and math.

A student may be referred to the lab to work on a special problem for part of a class period, days a week. Such hardware as reading machines, tape recorders, video tape recorders, sight-sound projectors are used in this way also.

Any equipment can be loaned to the classroom teacher for utilization when requested.

Initial scheduling is generally done by the guidance personnel.

Progress on tests can indicate a move for the student from Lab to classroom or classroom to Lab.

Classroom teachers and the Lab Specialist can make arrangements to move a student to the Lab with the consent of the Supervisor of Instruction.

Number of Students & Staff	Training of Teachers, Para- Professionals, Other Lab Specialists
<p data-bbox="247 608 625 765">One aide and an associate teacher work with the Lab Specialist for effective usage of Lab facilities for 10-20 students per class period.</p> <p data-bbox="247 796 625 874">Time is allotted for paper work and evaluation of new materials.</p>	<p data-bbox="688 608 1234 686">Training takes place often. Training sessions usually last six hours a day for five or more days for each specialist.</p> <p data-bbox="688 718 1234 796">Teachers are trained to individualize instruction and evaluate materials in similar training sessions.</p> <p data-bbox="688 827 1234 874">The Lab Specialist is available for consultation when questions arise.</p>

ALBANY LEARNING CENTER

g of Teachers, Para-
ls, Other Lab Specialists

Other Functions

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trained to individualize
evaluate materials in
s sessions.

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on questions arise.

Orientation	Diagnostic Testing
<p>Each new student is given a report of his scores and the scores necessary for the training program he plans to enter. His areas of weakness, and steps to overcome these weaknesses are discussed briefly with the lab specialist.</p> <p>Orientation to lab equipment, materials, and procedures is done by the classroom teachers and the aides.</p>	<p>Upon entering the program, students are given the Iowa Test of Basic Skills. The reading specialist prepares an item analysis of the student's errors for the teacher. A remediation program is set up for students who have marked deficiencies in the different reading skills areas.</p> <p>Other tests used in the lab are:</p> <p><u>Controlled Reading Efficiency Checks</u>, <u>Word Clues Test</u>, and the <u>Buffalo Informal Reading Inventory</u>.</p> <p>The Reading Eye Camera is also available.</p>

BUFFALO LEARNING LABORATORY

Diagnostic Testing

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gent reading skills

tests used in the lab

Controlled Reading
Efficiency Checks,
Word Clues Test, and the
Buffalo Informal Reading
Inventory.

Reading Eye Camera is also

Prescription/Placement in Materials

Placement in Learning 100 is based on the
student's performance on the Buffalo Informal
Reading Inventory taken from the Controlled
Reader books. The inventory consists of word
recognition lists and reading comprehension
tests for the different Learning 100 levels.
Students are placed at their instructional
level.

Placement in Reading 300 is based on the
student's score on the Word Clues Test and the
Controlled Reading Efficiency Checks.

Development of Skills	
<p><u>READING</u></p> <p>Students work in cluster groups in the <u>Learning 100 Program</u>. Cycles are followed according to the EDL Instructor's Manual. Students also work in the programmed reading kits available.</p> <p>In the <u>Reading 300 Program</u>, a cycle was designed by the Lab Specialist, the program director, and the GED lab teacher stressing study skills and Controlled Reading.</p> <p>Students work independently.</p>	<p><u>READING</u></p> <p>Two 45 reading. reading s specialis up for th</p> <p>Materi. tapes, Aud Reading A Consumer Teaching :</p>

BUFFALO LEARNING LABORATORY

Remediation of Specific Skills Deficiencies

READING

Two 45 minute periods are set aside each day for remedial reading. Students are recommended for remedial work by the reading specialist, the classroom teacher, or the lab specialist. An individualized program of remediation is set up for the student to strengthen his reading deficiencies.

Materials used include: the Study Skills Library, Listen tapes, Aud-X lessons, Flash-X, Reading for Understanding, Reading Attainment System, Honor Teaching Programs, Modern Consumer Education, the Why Work Series, and the Min-Max Teaching Machines.

Evaluation	Correlation with Classroom Activities	
<p>Students keep a record of their work on an activity sheet.</p> <p>Students are tested every 200 hours on the Iowa Test.</p>	<p>Reading skills presented in the learning lab are reinforced through extended activities in the classroom.</p> <p>Extended activities include: group discussions, <u>Barnell-Loft Specific Skills Series</u>, <u>Reading for Meaning</u>, <u>Be a Better Reader</u>, <u>New Practice Readers</u>, and teacher prepared worksheets.</p>	<p>8</p> <p>9</p> <p>9</p> <p>10</p> <p>10</p> <p>10</p> <p>11</p> <p>12</p> <p>1</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>

BUFFALO LEARNING LABORATORY

Activities	Scheduling		
<p>is presented in the reinforced through in the class-</p> <p>ivities include: <u>ns, Barnell-Loft</u> <u>Series, Reading for</u> <u>etter Reader, New</u> <u>s, and teacher pre-</u> <u>s.</u></p>	<u>A.M. SESSION</u>		
	8:45 -	Remedial	Miller's
	9:30	ABE Dhondt	Homeroom
	9:30 -	Rothstein	<u>Miller</u>
	10:30	Dozoretz	Echol's
			Homeroom
	10:30 -		
	10:45	BREAK	BREAK
	10:45 -	Javors	<u>Miller</u>
	11:45	Dhondt	Cherry's
		Bushorr	Homeroom
	<u>P.M. SESSION</u>		
	12:30 -	Remedial	Miller's
	1:15	ABE Dhondt	Homeroom
	1:15 -	Rothstein	<u>Miller</u>
	2:15	Dozoretz	Echol's
		Bushorr	Homeroom
	2:15 -		
	2:30	BREAK	BREAK
	2:30 -	Bushorr	<u>Miller</u>
	3:30	Javors	Cherry's
		Dhondt	Homeroom
		Friedberg	

Number of Students & Staff	Training of Teachers, Para- Professionals, Other Lab Specialists
<p>All students are assigned to the lab according to reading level. There are four ABE classes and three GED classes. In the lab each teacher works with an aide.</p>	<p>Training is done in the lab under the supervision of the lab specialist.</p>

BUFFALO LEARNING LABORATORY

of Teachers, Para- s. Other Lab Specialists	Other Functions
one in the lab under the he lab specialist.	<p data-bbox="428 833 896 888">A lending library is available to the students in the lab.</p> <p data-bbox="465 915 829 942">All students attend the lab.</p> <p data-bbox="425 970 880 1079">We do not have any ESL students. We have accepted illiterate, brain damaged, and physically handicapped students.</p>

Orientation	Diagnostic Testing	
<p>Trainees are acquainted with the reading laboratory facilities and functions through a discussion of the following:</p> <ol style="list-style-type: none"> 1. Objectives of the lab as designed to meet their (trainees) needs and interests. 2. Types of materials used in the lab. 3. Time allotment 4. Testing procedure 5. Student folders 6. Evaluation of performance. 	<ol style="list-style-type: none"> 1. Each trainee is given the <u>Gray Oral Reading Test</u> (paragraphs) to determine which level of the <u>Metrop litan Achievement Test</u> should be administered. 2. A series of informal diagnostic tests are administered which cover the word attack, structural analysis, and comprehension skills which will be developed in the lab. 	<ol style="list-style-type: none"> 1. F a c s 2. F a t d w

NEW YORK CITY LEARNING LABORATORY
Harlem Teams - NDI

Diagnostic Testing

Each trainee is given the Gray Oral Reading Test (paragraphs) to determine which level of the Metropolitan Achievement Test should be administered.

A series of informal diagnostic tests are administered which cover the word attack, structural analysis, and comprehension skills which will be developed in the lab.

Prescription/Placement in Materials

1. Formal and Informal test results are combined and analyzed to determine each trainee's level of instruction and areas of reading skills strengths and weaknesses.
2. From the analytical evaluation of the tests administered, a program is prescribed for each trainee which includes programmed and self-directed materials that will aid in further developing strengths and eliminating skills weaknesses.

Development of Skills	Remediation
<p><u>READING</u></p> <ol style="list-style-type: none"> 1. Developing Skills in the Mechanics of Reading <ol style="list-style-type: none"> A. Sight Vocabulary B. Structural Analysis C. Skills in Phonics D. Oral reading skills, phrasing and expression 2. Comprehension Skills <ol style="list-style-type: none"> A. Skills in locating answers to specific questions B. Getting the main idea C. Following Directions D. Drawing conclusions E. Vocabulary Development F. Retention Skills 3. Reading for Information <ol style="list-style-type: none"> A. Location Skills <ol style="list-style-type: none"> 1. Indexes 2. Table of Contents 3. Dictionary Skills 4. Skimming Skills B. Selection Skills C. Organizational Skills D. Summarizing - Outlining 4. Reading for Enjoyment <ol style="list-style-type: none"> A. Discrimination in reading B. Ability to locate variety of interesting reading 	<p><u>READING</u></p> <ol style="list-style-type: none"> 1. Determining 2. Start the st as far as he 3. Select appro 4. Develop inte <ol style="list-style-type: none"> a. Overco b. Develo c. Help s learn 5. Improve atti 6. Set realisti 7. Create a fro <ol style="list-style-type: none"> a. Make s b. Make s c. Treat d. Make s of his

NEW YORK CITY LEARNING LABORATORY
Harlem Teams - MDT

Remediation of Specific Skills Deficiencies

READING

1. Determining what the student's deficiencies are
2. Start the student on the level that he is and move him as far as he can go
3. Select appropriate materials
4. Develop interest in reading
 - a. Overcome dislike for reading
 - b. Develop a "self-service" reading program
 - c. Help students in developing the initiative to learn
5. Improve attitudes of learning
6. Set realistic goals
7. Create a fresh and interesting classroom atmosphere
 - a. Make students feel interested and successful
 - b. Make students feel useful and needed
 - c. Treat students with dignity and respect
 - d. Make students feel understood and like in spite of his deficiencies

Evaluation	Correlation with Classroom Activities
<p>Periodic evaluations are made to see if instructional strategy is meeting the needs of the students.</p>	<p>Students for the most part are taken out of their regular reading classes. Very close communication exist between the regular classroom teachers and the laboratory specialists at all times. The diagnosis, prescriptions, progress and evaluation are shared with the teachers. Student folders are also made available to the regular teacher.</p> <p>We also welcome and encourage teacher recommendations and/or referrals.</p>

NEW YORK CITY LEARNING LABORATORY
Harlem Teams - MDT

Relation with
Room Activities

Scheduling

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on the regular class-
es and the laboratory
at all times. The
prescriptions, progress
ion are shared with
s. Student folders are
available to the regular

welcome and encourage
commendations and/or

Five classes attend the lab on a daily
basis for a period of 60 minutes.

<u>Monday through Friday</u>		
<u>Time</u>	<u>Class</u>	<u>Reading Level</u>
9:00 - 10:00	C1	4.0
10:00 - 11:00	214	6.0 (& above)
12:30 - 1:30	214A	4.0
1:30 - 2:30	C2	0-3.0
2:30 - 3:30	217	5.0

Number of Students & Staff	Training of Teachers, Para- Professionals, Other Lab Specialists
<ol style="list-style-type: none"> 1. Pre-Employment Program lab staff consists of two lab specialists. 2. Five classes are assigned to the lab on a daily basis with 12 to 15 stu- dents per class. The students in each class spend 1 hour per day in the lab. Some students receive special permission from the lab specialists to spend additional time in the lab, aside from their regular lab period. 	<p>The greatest single need in basic educa- tion is teacher training. Many of the teachers have attended conferences and workshops to broaden their background.</p> <p>The lab specialists are constantly keeping abreast of the latest methods in reading by attending institutes, workshops, laboratory sessions, practicums, and lec- tures.</p> <p>There has not been much emphasis on training the para-professionals. More concentration should be focused in training the para-professionals to become a vital and effective part of the team.</p>

NEW YORK CITY LEARNING LABORATORY
Harlem Teams - MDT

Teachers, Para-
meter Lab Specialists

Other Functions

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institutes, workshops,
practicums, and lec-

n much emphasis on
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be focused in training
ls to become a vital
of the team.

The reading laboratory is not equippec
to diagnose clinical problems.

The school nurse gives all of the
students an eye examination at the be-
ginning of the program. If there are
students who are having problems with
their vision, they are referred to
specialists outside the program.

Orientation	Diagnostic Testing	
<p>We explain and demonstrate how each facet of the EDL Learning Lab works. We begin with "warmups" consisting of Tachistoscopic projection of numbers and accelerated discrimination of letters. This prepares students for Tach-X and control reader activities and motivates, challenges and stresses concentration.</p> <p>We also explain what the Lab can do for them and what it has done for others.</p> <p>Then the operation of the machinery is demonstrated with follow-ups as needed or when working in the particular activity.</p>	<p>All new students are tested on EDL word list and paragraphs for vocabulary, pronunciation, definition and comprehension. Where there is still a doubt, we utilize control reader study guides without the use of the machine. These have been invaluable in diagnosing the needs of our students.</p> <p>By keeping a close observation on our students, we are able to pin-point the areas in which they are weak. We also keep individual student progress records and personally grade their papers to check on deficient areas. We then have conferences with individual students.</p>	<p>app</p> <p>etc</p> <p>are</p> <p>and</p>

NEW YORK CITY LEARNING LABORATORY
Title III

Testing	Prescription/Placement in Materials
<p>ents are tested t and paragraphs pronunciation, comprehension. Still a doubt, rol reader study he use of the have been in- gnosing the needs</p> <p>close observa- ents, we are at the areas in weak. We also student progress onally grade check on de- We then have individual</p>	<p>After testing, students are placed in appropriate reading level.</p> <p>Materials (i.e. books, pencils, scrap paper, etc.) are issued to students (individually) and are kept in individual folders with their names and level on them so they may be easily located.</p>

Development of Skills	
<u>READING</u> <p>At the Arthur Avenue Learning Lab, we utilize the complete cycle lesson as indicated by EDL.</p> <p>Students are directed to specific activities for each session according to level. They obtain their folders and proceed to warmup station. From warm-up they go to their specific activities.</p> <p>New words are introduced in the Aud-X. They are reinforced on the Tach-X and Process Trainer. The words appear again in story form on the Controlled Reader. Phonic and word study skills are developed on the Aud-X. In Tach-X spelling, syllabication and definitions are developed.</p>	<u>READING</u> <p>word phon</p> <p>and and</p> <p>Get 14)</p>

NEW YORK CITY LEARNING LABORATORY
Title III

is	Remediation of Specific Skills Deficiencies
<p>we utilize d by FDL.</p> <p>activities for y obtain their p. From warm- les.</p> <p>nd-X. They are Trainer. The the Controlled s are developed yllabication</p>	<p><u>READING</u></p> <p>We work on a one to one and small group basis in devel- oping phonic and word attack skills.</p> <p>We utilize Aud-X, lower levels and review levels DEFA, Tach-X and Flash-X for vocabulary and spelling reinforcement.</p> <p>The Controlled Reader Jr. and Sr. develop comprehension, sequential learning, and Infering answers to questions</p>

Evaluation	Correlation with Classroom Activities
<p>Conferences, regularly with the software teacher help us to further evaluate and diagnose our students. Then we are able to further re-mediate and reinforce.</p>	<p>The classroom teacher works in the lab with his class. Both staff members and students are constantly encouraged to suggest and utilize new ideas.</p>

NEW YORK CITY LEARNING LABORATORY
Title III

Relation with Classroom Activities	Scheduling
<p>Classroom teacher works in his class. Both teachers and students are encouraged to suggest new ideas.</p>	<p>The lab is open 3 days a week.</p> <p>An intricate scheduling process has been devised to incorporate 3-hour classes, 2-hour classes and walk-in students. The students attend 4 kinds of sessions depending on their math level, software reading level, EDL level and urban living needs. The sessions are 45 minutes.</p>

Number of Students & Staff	Training of Teachers, Para- Professionals, Other Lab Speciali
<p>We program students by level at specific times so that make-up sessions and small group instruction can be handled.</p> <p>There are approximately 750 students attending regularly. The lab handles 35-55 people in each hour. The staff of the lab consists of 1 lab teacher, 1 assistant, and 3 community trainees. The community trainees are always graduates of the program.</p>	<p>Training sessions are held periodically for all teachers, para-professionals, lab specialists. At these sessions, phases of the learning lab are delivered thoroughly with participating members. Members set up, operate, familiarize themselves with procedures, and all EDL materials, Tech-X, Aud-X, controlled reading and sr., tapes, study guides and files.</p> <p>At these training sessions, diagnostic testing is especially stressed and the trainees themselves are pre-tested and tested.</p>

NEW YORK CITY LEARNING LABORATORY
Title III

Training of Teachers, Para-
professionals, Other Lab Specialists

Other Functions

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teachers, para-professionals and
alists. At these sessions all
the learning lab are delved into
ly with participating members.
set up, operate, familiarize them-
ith procedures, and all EDL mate-
ach-X, Aud-X, controlled reader jr.
tapes, study guides and film kits.

An ESL lab is being established.

ese training sessions, diagnostic
is especially stressed and the
themselves are pre-tested and post-

Orientation	Diagnostic Testing	Pre-
<p>Purpose of Lab; use of machine and programmed materials; coordinator of lab and classroom work.</p>	<p>All students are given a standardized test (Iowa) when they enter the program.</p> <p><u>At P.S. 47</u> - There is a testing - vestibule class. The testing teacher is responsible for testing all students in both reading and math. Daily testing of 25-30 entering students takes place during the morning session. Once these tests are scored, the results are forwarded to the lab director. All 100-hour re-testing is also conducted in this testing class.</p> <p><u>At the Forsyth Adult Center</u> - All standardized testing (Iowa) at entry is done by a Lab Assistant in the lab. Testing is conducted currently in the lab because of limited space at the Forsyth Adult Center. Subsequent 100-hour re-testing is done in the classroom by the Lab Assistant.</p>	<p>Lab man specific diagnosti guided by determine tration,</p>

NEW YORK CITY LEARNING LABORATORY
WIN

ic Testing	Prescription/Placement in Materials
<p>ents are given a d test (Iowa) when the program.</p> <p>7 - There is a estibule class. The cher is responsible all students in g and math. Daily 25-30 entering kes place during the sion. Once these cored, the results ed to the lab All 100-hour re- also conducted in g class.</p> <p>orsyth Adult Center - dized testing (Iowa) done by a Lab n the lab. Testing d currently in the of limited space vth Adult Center. 100-hour re-testing the classroom by the at.</p>	<p>Lab materials are prescribed to remediate specific skills based on results of initial diagnostic tests. Placement in materials i guided by an informal textbook test whi determines independent, instructional, and stration, and oral comprehension level.</p>

Orientation	Diagnostic Testing	Pres
	<p>At both labs - Diagnostic Testing is routinely done in the first lab sessions using lab materials (LDL) and <u>Diagnostic Reading Scales</u> devised by George D. Spache. On-going diagnosis of reading disability or correction of a reading disability is part of the lab routine.</p>	

NEW YORK CITY LEARNING LABORATORY
WIN

ng

Prescription/Placement in Materials

agnostic
done in the
sing lab
Diagnostic
ed by
m-going
disability
reading dis-
he lab

Development of Skills	Remediation
<p><u>READING</u></p> <p>In addition to remediation of specific skills deficiencies and motility and accuracy training, a developmental reading program is carried on for every student through the EDL Learning 100 Program.</p> <p><u>MATH</u></p> <p>None in Learning Lab itself. However, class grouping (two groups) is based on math level homogeneity. Therefore that half of class not in the lab is receiving their math instruction from the classroom teacher.</p> <p><u>OTHER</u></p> <p>Grammatical Structure (through tapes) Dictionary skills. Reference techniques.</p>	<p><u>READING</u></p> <p>All skills from</p> <ol style="list-style-type: none"> 1. Sight Vocabulary 2. Phonics skills 3. Comprehension <p>A. Main idea B. Vocabulary fixes, s C. Inference D. Outlining E. Sequencing F. Graphing</p> <p>4. Critical reading</p> <p><u>MATH</u></p> <p>No math is taught</p> <p><u>OTHER</u></p> <p>Under the guidance of their own papers and record sheets in the lab. This process teaches responsibility.</p>

NEW YORK CITY LEARNING LABORATORY
WIN

Remediation of Specific Skills Deficiencies

READING

All skills from readiness to high school levels:

1. Sight Vocabulary
2. Phonics skills
3. Comprehension skills
 - A. Main idea
 - B. Vocabulary development (context, root words, prefixes, suffixes, etymology)
 - C. Inference
 - D. Outlining and summarizing
 - E. Sequence
 - F. Graph and chart reading
4. Critical reading

MATH

No math is taught in the lab.

OTHER

Under the guidance of the lab teacher, students grade their own papers and record their own scores on cumulative record sheets in their own individualized personal folder. This process teaches self-reliance and emphasizes responsibility.

Number of Students
& Staff

Training of Teachers, Para-
Professionals, Other Lab Specialists

Student scheduling is limited to fall within the number of lab positions now kept, and a high rate of absence is followed up by talk with student classroom teacher or WIN counselor to determine and relieve cause if possible. Group lab attendance records are kept to find patterns of attendance to encourage optimum use of the lab and to find reasons for non-attendance.

At Forsyth - Para-professionals (lab assistants) are trained by the lab teachers to assist in standardized testing.

At P.S. 47 - Para-professionals are trained as tutors e.g. advanced students in one class are re-experimentally tutoring the under achievers in a second class in five and one half hour sessions per week.

In both labs - the lab assistants are trained in all lab techniques and intensive one-to-one remedial work in the lab.

NEW YORK CITY LEARNING LABORATORY
WIN

ing of teachers, Para- professionals, Other Lab Specialists	Other Functions
<p><u>h</u> - Para-professionals (lab are trained by the lab teachers standardized testing.</p> <p><u>l</u> - Para-professionals are tutors e.g. advanced students in e re-experimentally tutoring the ers in a second class in five hour sessions per week.</p> <p><u>abs</u> - the lab assistants are all lab techniques and intensive remedial work in the lab.</p>	<p>Electronics Futures machines are made available to all ESL classes in the WIN program. This equipment is used by the classroom teacher in class so that it does not interfere with the Reading Lab.</p>

Evaluation	Correlation with Classroom Activities	
<p>Over-all student progress is evaluated every 100 hours by re-testing on Iowa tests of Basic Skills. Evaluation of Lab progress is made through lab records kept for each student with progress chart denoting percentage scores in reading comprehension as well as reading rate, date and number of each exercise done.</p>	<p><u>At Forsyth</u> - Communication between classroom teacher and lab teacher enables either teacher to reinforce or re-teach a skill needed by the individual student.</p> <p><u>At P.S. 47</u> - No formalized procedure now exists at P.S. 47 for this amount of detail in two-way communication between classroom teacher and lab teacher.</p>	<p>Hig lab</p> <p>lab lan div gro a p gro sma att the uted</p>

NEW YORK CITY LEARNING LABORATORY
WIN

Relation with
Classroom Activities

Scheduling

h - Communication be-
tween classroom teacher and lab
teacher enables either teacher to
re-teach a skill
to the individual student.

7 - No formalized
program exists at P.S. 47
in terms of detail in two-
way communication between class-
room and lab teacher.

All students in basic education and Pre-
High School Equivalency are scheduled for
lab 3 hours per week.*

No ESL classes are scheduled since the
lab materials are not appropriate to
language laboratory goals. Each class is
divided by the classroom teacher into 2
groups based on math ability. Thus, when
a group is scheduled for the lab, the other
group remains with the classroom teacher for
small group instruction or individualized
attention in math. Scheduling is arranged by
the lab teacher and the information distrib-
uted to classroom teachers.

*At Forsyth Adult Center, High School
Equivalency classes are also scheduled
for the lab.

Orientation	Diagnostic Testing	Pres
<p>Explain purposes of Learning Laboratory.</p> <p>Show film "Learning Labs in New York State.</p> <p>Discussion with questions from students about Learning Labs.</p> <p>Demonstration of Tach-X machine with "Basic Accuracy" filmstrip (5 nos. in group).</p> <p>Demonstration of Controlled Reader machine with "Accelerated Discrimination" filmstrip (5 letters to a line).</p> <p>Show demonstrator filmstrip "Demonstration of Controlled Reader". Discussion.</p> <p>Demonstrate Aud-X machine and explain purposes.</p> <p>Mention briefly other materials available.</p> <p>Note: Orientation activities are spread across 2 or 3, sometimes 4 periods.</p>	<p>Students are given an Informal Reading Test upon registration and then they are given the: Iowa and Botel.</p> <p>Diagnostic tests for placement in various company's materials are used. (Addison-Wesley, etc.)</p> <p>In cases of doubt about a student's reading level, an informal test is given based on EDL or other Learning Lab material.</p> <p>Note: In the daytime, Learning Lab personnel are responsible for registering and testing new students.</p> <p>In the evening, additional personnel handle registering and testing.</p> <p>No other standardized test is used in the Learning Laboratory at this time.</p>	<p>Each student is given the suggested the Lab. minimum 2 times once or twice</p> <p>Note: Day students</p>

NIAGARA FALLS LEARNING LABORATORY

sting	Prescription/Placement in Materials
<p>iven an In- st upon regis- they are given tel.</p> <p>sts for place- company's d. (Addison-</p>	<p>Each student has a sheet in his folder indi- cating the level at which he is working and a suggested schedule as to how to use his time in the Lab. For instance, Controlled Reader - mini- mum 2 times a week but could be 3. EDL Kits - once or twice a week. Other software in Lab once or twice a week.</p>
<p>tubt about a g level, an in- ven based on rning Lab</p> <p>ytime, Learning e responsible and testing new</p>	<p>Note: Daytime students attend 5 days. Evening students attend 3 sessions per week.</p>
<p>g, additional registering</p>	
<p>dized test is ning Laboratory</p>	

Development of Skills	Reading
<p><u>READING</u></p> <p>Cycle students through EDL Aud-X and Tach-X programs.</p> <p>Lab Specialist teaching.</p> <p>Use of EDL Go books.</p> <p>Barnell-Loft workbooks - Controlled Reader Vocabulary work (EDL).</p> <p>Addison-Wesley Independent Reading Kits.</p> <p>EDL Study Skills Kits.</p> <p><u>MATH</u></p> <p>This is covered in the regular classroom situation. Presently, the Learning Lab is not equipped to handle this area.</p> <p><u>OTHER</u></p> <p>Foreign-speaking students receive individual or small group instruction in word attack through the programmed materials and other workbook activities.</p>	<p><u>READING</u></p> <p>Aud-X for</p> <p>unlockin syllable prefixes using di</p> <p>Tach-X with in recognition</p> <p>Barnell-Loft</p> <p>EDL - Go</p> <p>EDL - Ta</p> <p>EDL Cont</p> <p>EDL Stud</p> <p>Tape cas</p> <p>EDL Flac</p> <p>After a spe practices miss reinforcement.</p>

NIAGARA FALLS LEARNING LABORATORY

Remediation of Specific Skills Deficiencies

READING

-X pro-

Aud-X for EDL for review of consonant and for vowel sounds.

unlocking new words
syllables
prefixes
using dictionary

r

Tach-X with EDL books for vocabulary recognition and use
in recognition sentences.

Barnell-Loft Workbooks

EDL - Go Workbooks

EDL - Tape Cassettes

EDL Controlled Reader materials

EDL Study Skills Kits

Tape cassettes for reading deficiencies

EDL Flash-X and cards for word recognition and spelling

situation.
to

After a spelling list has been established, the student
practices misspelled words on the Primary typewriter for
reinforcement.

dual or
ugh the
ivities.

Development of Skills	Remarks
<p>Because of the small number of these students to date and the newness of the Lab, additional materials geared to the needs of these people are not yet ordered.</p>	<p>The words of the Lab Special check.</p> <p><u>MATH</u></p> <p>Taught in c</p> <p>Learning La</p> <p><u>OTHER</u></p> <p>Foreign-spe selected phras</p> <p>They also u and related sk</p> <p>Individual provided.</p>

NIAGARA FALLS LEARNING LABORATORY

Remediation of Specific Skills Deficiencies

Students to
all materials
at yet

The words are then used in sentences. At some later time, the Lab Specialist or aide dictates the list as a spelling check.

MATH

Taught in class with regular teacher.

Learning Lab has only SRA material for Math review.

OTHER

Foreign-speaking students use the Language Master with selected phrase and vocabulary cards.

They also use workbooks which help to improve vocabulary and related skills.

Individual instruction with the Lab Specialist is also provided.

Evaluation	Correlation with Classroom Activities
<p>Conferences periodically to check progress and discuss other problems which may have come up for the students.</p> <p>Spot checks as students are working.</p> <p>Check-list for student use to determine how the lab is helping and how it could further help.</p>	<p>Teachers make available test scores and specific information.</p> <p>Teachers suggest topics which will be covered in classroom, so that additional material in the lab can be made available.</p> <p>Student reading problems found in the classroom can be worked in the lab. Problems and remediation in the lab can be worked in the classroom.</p> <p>Teachers and lab specialists discuss specific needs of each student.</p> <p>Activities started in the lab sometimes completed or extended into classroom.</p>

NIAGARA FALLS LEARNING LABORATORY

Correlation with Classroom Activities	Scheduling
<p>Teachers make available test results and specific information.</p>	<p>Each ABE class is scheduled to use the lab daily for at least one hour. This is a set schedule for the entire group. However, students are encouraged to use the lab during any free time they have available.</p>
<p>Teachers suggest topics which are covered in classroom, so additional material in the lab can be made available.</p>	<p>Evening classes have a regularly scheduled time but not as frequent as the daytime due to fewer nights open and more groups to be accommodated.</p>
<p>Present reading problems found in classroom can be worked on in lab. Problems and remediation in the lab can be worked on in classroom.</p>	<p>Youth Corp groups meet twice a week and use the lab both times for about 30 minutes. (It has been found that their attention span generally will not tolerate much longer than 30 minutes.)</p>
<p>Teachers and lab specialist discuss specific needs of each student.</p>	
<p>Activities started in the lab are completed or extended in classroom.</p>	

Number of Students & Staff	Training of Teachers, Para- Professionals, Other Lab Specialia
<p data-bbox="422 907 803 1013">Pleasant and friendly atmosphere (both physical appearance of lab and climate set by lab personnel).</p> <p data-bbox="422 1043 790 1230">Attention - see that each student receives some attention during the period, even if he is self-operative. (A nod or comment make students feel they're part of the group.</p> <p data-bbox="422 1260 790 1365">Occasional small group warm-up or discussion where students have an opportunity to participate.</p> <p data-bbox="422 1395 811 1545">Recognize special days with displays and sometimes celebrations. (Christmas - coffee, Christmas cookies, candy, provided by lab personnel for students.</p> <p data-bbox="422 1575 771 1658">Holiday or special celebration films and/or filmstrips shown to each group.</p>	<p data-bbox="852 907 1322 990">Lab specialists trained at one-w workshop sponsored by Seneca AV in who sell EDL programs.</p> <p data-bbox="852 1020 1322 1121">Lab specialists put teachers and professionals through orientation s similar to those given to students. (See Orientation, page 1)</p> <p data-bbox="852 1151 1322 1234">Teachers and para-professionals s opportunities to spend some time at machine or group of materials.</p> <p data-bbox="852 1264 1322 1365">Discussion by lab specialist and as to how the learning lab can best students both in classroom and lab s tions.</p>

NIAGARA FALLS LEARNING LABORATORY

Training of Teachers, Para- professionals, Other Lab Specialists

Specialists trained at one-week
sponsored by Seneca AV in Buffalo,
EDL programs.

Specialists put teachers and para-
professionals through orientation sessions
to those given to students.
(orientation, page 1)

Teachers and para-professionals given
opportunities to spend some time at each
or group of materials.

Session by lab specialist and teachers
on how the learning lab can best help
both in classroom and lab situa-

Other Functions

Learning Lab provides opportunities
not only for improving reading and
listening skills, but also for students
to converse with each other and with
the staff. Many times, adult students
find no one will listen to them or
their academic problems or hopes.

Day-time registration and testing of
students. (Evening sessions have person-
nel for this.)

Day-time counseling or guidance as
individual student problems arise.
This usually consists of helping the
student decide where to turn for pro-
fessional help. (Evening sessions have
professional personnel available for
this purpose.)

Visual, speech, hearing defects are
not tested. However, if there seems to
be indications of a problem in one of
these areas, the student is made aware
of them with the suggestion that he see
his own doctor.

Number of Students & Staff	Training of Teachers, Para- Professionals, Other Lab Specialists
<p>Use student contributions in displays.</p> <p>Continued guidance in helping student see his needs and his progress.</p> <p>Lab personnel being sympathetic listeners. (Many times students need someone impartial to listen to their troubles.)</p>	

NIAGARA FALLS LEARNING LABORATORY

Training of Teachers, Para- essionals, Other Lab Specialists	Other Functions

Orientation	Diagnostic Testing	
<p>Brief individual tour of the laboratory to make student feel welcome.</p>	<p><u>Metropolitan Achievement</u> tests are administered in the classroom. An item analysis is done by the classroom teacher prior to the student's initial laboratory session.</p> <p>The <u>Botel Reading Inventory</u> is administered to those students scoring below a 4th grade level on the Metropolitan tests.</p>	<p>St acco analy a stu adapt</p> <p>St grad- tend gaini his f</p> <p>Ar <u>Phoni</u> corre tion</p>

SCHENECTADY LEARNING LABORATORY

Diagnostic Testing	Prescription/Placement in Materials
<p><u>Metropolitan Achievement</u> tests are administered in the classroom. An item analysis is done by the classroom teacher prior to the student's initial laboratory session.</p> <p>The <u>Botel Reading Inventory</u> is administered to those students scoring below a 4th grade level on the Metropolitan tests.</p>	<p>Students are assigned to an EDL cycle according to the Metropolitan score and item analysis. There is continuous evaluation of a student's performance and his program is adapted to meet his needs whenever necessary.</p> <p>Student is placed in a level usually one grade lower than the Metropolitan score would tend to indicate so that the student will be gaining immediate success and not working at his frustration level.</p> <p>An item analysis is available to the <u>Botel Phonics Survey</u>. The Botel inventory is correlated to the EDL Aud-X Series for prescription purposes.</p>

Evaluation	Correlation with Classroom Activities
	<p data-bbox="813 864 1283 1137">The lab is a tool of the classroom teacher; who is responsible for reading growth. Both the classroom teacher and lab specialist work as a team to develop the best possible prescription for the student. It is a cooperative effort with open and frequent lines of communication in order to be effective.</p> <p data-bbox="813 1155 1283 1301">In most cases, the classroom teacher does not work with her students in the lab; she remains in the classroom to work individually with the rest of her students.</p> <p data-bbox="813 1319 1283 1374">Every student is involved in a lab program.</p>

SCHENECTADY LEARNING LABORATORY

Correlation with Classroom Activities

Scheduling

is a tool of the class-
r; who is responsible
growth. Both the
teacher and lab special-
is a team to develop the
the prescription for the
it is a cooperative
open and frequent lines
ation in order to be

cases, the classroom
es not work with her
in the lab; she remains
ssroom to work individ-
the rest of her students.

tudent is involved in a
n.

Every student us scheduled for laboratory
on an individual basis. Classroom teachers
and the lab specialist schedule students to
mutual advantage.

The schedule is similar to the following,
but based on the individual's ability to
learn within the lab's framework.

*Students attending 3 hours per day

about 45 minutes - 1 hour in lab

*Students attending 5 hours per day

about 1½ hours - 2 hours in lab

Development of Skills

READING

Each student receives individualized instruction in the lab in a developmental program. Remediation occurs whenever necessary.

The complete EDL program with related supplementary software is implemented in the developmental program. The item analysis of the Metropolitan Test, given upon entrance into the program, is useful in prescribing the "correct" developmental program.

Students progress to more difficult work as soon as possible for them so that they are learning in a productive fashion.

READING

The classroom and ask ever need

A tax "Built-in" available

The classroom there is classroom

SCHEWECTADY LEARNING LABORATORY

	Remediation of Specific Skills Deficiencies
<p>ed instruction Remediation</p> <p>ted supplemen- developmental tropolitan Test, is useful in l program.</p> <p>t work as soon learning in a</p>	<p><u>READING</u></p> <p>The teaching of reading skills is the responsibility of the classroom teacher. Teachers are aware of the lab's facilities, and ask for specific skills to be emphasized in the lab whenever necessary.</p> <p>A taxonomy is consulted and a prescription is written. "Built-in textbook" testing and teacher made worksheets are available to assess progress in each skill.</p> <p>The lab specialist closely supervises remedial work and there is an open line of communication between she and the classroom teacher.</p>

Number of Students & Staff	Listing of Teachers, Para- Professionals, Other Lab Specialists
<p>Within our laboratory set-up, we recommend one teacher plus one teacher-assistant per 25-35 students per session.</p>	<p>In order to familiarize teachers with the laboratory, a portion of the pre-service program in the fall concerns the lab. 2-hour sessions out of six are devoted to the lab.</p> <ul style="list-style-type: none"> I Introducing the Lab (2 hours) <ul style="list-style-type: none"> A. Role of the lab B. Levels available C. Explanation of hardware and software (demonstrated in small rotating groups). II Application of the Lab (2 hours) <ul style="list-style-type: none"> A. Review of equipment locations and purpose B. Theory of lab program C. Group division and rotation cycle D. Evaluation <p>We have a 15 hour long training program mapped out for training teacher assistants and teacher aides.</p>

SCHENECTADY LEARNING LABORATORY

Teachers, Para-
other Lab Specialists

Other Functions

Prize teachers with the
on of the pre-service
concerns the lab. Two
of six are devoted to

The vocabulary and traffic signs of
the Driver Training Manual have been
recorded on Language Master cards.

We are not equipped to handle clinical
problems.

the lab (2 hours)
the lab
available
on of hardware and soft-
onstrated in small rota-
os.

of the Lab (2 hours)
equipment
s and purpose
lab program
sion and rotation cycle

ong training program
ning teacher assistants

Orientation	Diagnostic Testing	
<p>A. Walk-In Students</p> <ol style="list-style-type: none"> 1. Initial interview done by lab specialist to ascertain student goals. 2. Schedule of attendance arrangement. 3. Explanation of lab operating procedures. 4. Explanation of need and reasons for achievement, diagnostic, and progress testing. 5. Test administration. 6. Prescription and placement in materials. 7. Evaluation as materials are completed. 	<p>A. Initial Testing</p> <ol style="list-style-type: none"> 1. <u>Iowa Test of Basic Skills</u> (one grade level lower than last completed grade of formal schooling) <ol style="list-style-type: none"> a. vocabulary b. reading c. arithmetic concepts d. arithmetic problems e. other areas related to language skills, depending upon student's goals. At the time of enrollment, students who are walk-in students are given an achievement test in the Learning Center. Initial testing for full time students is administered by the ABE counselors. 	<p>stud test The plan at stud date mate and ult is late S show time teach another</p>

SYRACUSE LEARNING LABORATORY

ing	Prescription/Placement in Materials
<p>Basic Skills level lower completed grade (schooling)</p>	<p>Depending on specific skills needs of the student as determined by achievement and diagnostic tests, the student is assigned related materials. The procedure for using each material is explained thoroughly on an individual basis.</p> <p>A daily schedule for material use is placed at the student's study carrel.</p> <p>A list of assigned materials is kept in the student's individual materials sheet with starting dates. When the student completes a particular material, an appropriate test (if any) is given, and a decision is made as to whether the particular skill has been improved. If so, the student is assigned next level, if not, then other related material is assigned.</p> <p>Students from regular classrooms who have shown improvement at this time return to full-time classroom assignment, unless classroom teacher would like the student to work on another skill deficiency.</p>

Orientation	Diagnostic Testing	Presc
<p data-bbox="259 870 646 894">B. Regular Full-time Students</p> <p data-bbox="259 925 659 1110">The orientation for regular students is basically the same as for walk-ins, except that initial testing is done by counselors, and referral to Learning Center is done by the classroom teacher.</p>	<p data-bbox="709 870 989 894">B. Diagnostic Testing</p> <ol style="list-style-type: none"> <li data-bbox="749 925 1110 1082">1. <u>RFU Jr. Placement Test</u> <ol style="list-style-type: none"> <li data-bbox="830 953 1110 999">a. to determine grade level score <li data-bbox="830 1009 1110 1082">b. to determine card number at which to start <li data-bbox="749 1110 1120 1212">2. <u>SRA Basic Skills in Arithmetic Test</u> to determine placement in TEMAC math program <li data-bbox="749 1240 1120 1378">3. <u>Imperial Reading Program, Intermediate - Unit 1, Lesson 1</u>, is a diagnostic test to determine actual unit placement. <li data-bbox="749 1406 1120 1461">4. <u>SRA Reading Lab Placement Tests</u> <li data-bbox="749 1489 1162 1646">5. <u>Botel Phonics Survey</u> For placement in Learning 100 system (only for scattered lessons according to need as determined by correlated taxonomy). 	

SYRACUSE LEARNING LABORATORY

Prescription/Placement in Materials

Test
 e grade
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in
 A
 placement
 rgram

Program.
 Unit 1,
 agnostic
 actual

Placement

urvey
 in Learning
 for scat-
 rding to
 ed by
 omy).

Orientation	Diagnostic Testing	Prescri
	<ol style="list-style-type: none"> 6. Pre-tests and post-tests for language skills film-strips. 7. Diagnostic Test for card placement in English Set J 8. Diagnostic Test for placement in <u>Spelling Word Power Laboratory 11B</u> 9. Diagnostic Test for <u>Macmillan Reading Spectrum</u> 10. Placement Exam for <u>Programmed Math for Adults</u> 11. Placement Tests for BRL, Sullivan's <u>Programmed Reading</u> 12. Placement Test for <u>SRA Math Computational Skills Kit</u> 13. Diagnostic Test for <u>SRA Words</u> 	

SYRACUSE LEARNING LABORATORY

Diagnostic Testing	Prescription/Placement in Materials
<p>ests and post-tests language skills film- os.</p> <p>Diagnostic Test for card ment in English Set J</p> <p>Diagnostic Test for place- in <u>Spelling Word</u> <u>Laboratory 11B</u></p> <p>Diagnostic Test for <u>Illian Reading Spectrum</u></p> <p>ment Exam for Pro- <u>ed Math for Adults</u></p> <p>ment Tests for BRL, van's <u>Programmed</u> ong</p> <p>ment Test for <u>SRA</u> <u>Computational Skills</u></p> <p>Diagnostic Test for <u>SRA</u> i</p>	

Development of Skills	Remedial
<p><u>READING</u></p> <p>A. EDL Learning 100 system - levels RA thru DEFA</p> <ol style="list-style-type: none"> 1. Aud-X 2. Tachistoscope 3. Controlled Reading 4. Listening Tapes <ol style="list-style-type: none"> a. Listen b. Listen and Read c. Listen and Write <p>B. Reading Development Tapes</p> <ol style="list-style-type: none"> 1. Imperial Reading Laboratories <ol style="list-style-type: none"> a. Primary b. Intermediate c. Jr. High <p><u>MATH</u></p> <p>A. Business Math</p> <ol style="list-style-type: none"> 1. Fundamentals 2. Interest, Negotiable Instruments and payroll, and depreciation 3. Accounting and Finance 4. Principles of Insurance <ol style="list-style-type: none"> a. fire b. life c. liability <p>B. Development of total math program from number system to basic algebra by use of programmed instruction</p> <ol style="list-style-type: none"> 1. TEMAC Introduction to Math 2. Programmed Math for Adults 	<p><u>READING</u></p> <p>A. Comprehension</p> <ol style="list-style-type: none"> 1. cat 2. cor 3. dro 4. int 5. cor 6. det 7. gen 8. imp 9. mai 10. sec 11. loc 12. usi 13. get 14. fol 15. rea 16. cho 17. mat 18. ret <p>B. Word Att</p> <ol style="list-style-type: none"> 1. cor 2. flu 3. in 4. co 5. co 6. fi 7. in 8. ro 9. sy 10. lo 11. sh 12. "r

Remediation of Specific Skills Deficiencies

READING

A. Comprehension Skills

1. cause and effect
2. comparisons
3. drawing conclusions
4. inferences
5. context clues
6. details
7. generalization
8. implications
9. main ideas
10. sequence
11. locating answers
12. using contexts
13. getting facts
14. following directions
15. reading rate
16. choosing titles
17. making outlines
18. reference skills

B. Word Attack

1. compound words
2. final consonants
3. initial consonants
4. consonant blends (final)
5. consonant blends (initial)
6. final consonant digraphs
7. initial consonant digraphs
8. root words
9. syllabication
10. long vowel sounds
11. short vowel sounds
12. "r" controlled sounds

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Author	Year	Country	Sample Size	Study Design	Findings
Smith et al.	2015	USA	1,200	Longitudinal	Increased risk of depression in children of parents with mental illness.
Johnson et al.	2016	UK	800	Cross-sectional	Higher levels of anxiety in children of parents with mental health problems.
Lee et al.	2017	Canada	1,500	Longitudinal	Children of parents with mental illness show higher rates of behavioral problems.
Wong et al.	2018	Australia	900	Cross-sectional	Increased risk of substance use in children of parents with mental illness.
Chen et al.	2019	China	2,000	Longitudinal	Children of parents with mental illness show higher levels of emotional distress.
Miller et al.	2020	USA	1,100	Cross-sectional	Higher rates of self-harm in children of parents with mental illness.
Nguyen et al.	2021	Vietnam	1,300	Longitudinal	Children of parents with mental illness show higher levels of social withdrawal.
Patel et al.	2022	India	1,400	Cross-sectional	Increased risk of academic difficulties in children of parents with mental illness.
Kim et al.	2023	South Korea	1,600	Longitudinal	Children of parents with mental illness show higher levels of internalizing symptoms.
Roberts et al.	2024	USA	1,700	Cross-sectional	Higher rates of conduct problems in children of parents with mental illness.
Yamamoto et al.	2025	Japan	1,800	Longitudinal	Children of parents with mental illness show higher levels of peer relationship difficulties.

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Author	Year	Country	Sample Size	Study Design	Findings
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Nguyen et al.	2023	Vietnam	1,700	Longitudinal	Increased risk of substance use in children of parents with mental illness.
Okada et al.	2024	Japan	1,800	Cross-sectional	Higher levels of anxiety in children of parents with mental illness.
Roberts et al.	2025	USA	1,900	Longitudinal	Increased risk of depression in children of parents with mental illness.

Remediation of Specific Skills Deficiencies

MATH

- A. Addition and Subtraction of Whole Numbers
 1. Commutative and Associative Principles of Addition
 2. Subtraction
- B. Multiplication and Division of Whole Numbers
 1. Multiplication
 2. Commutative and Associative Principles of Multiplication
 3. Division
 4. Estimating the Quotient
 5. Finding Quotients
- C. Common Fractions
 1. Comparing Fractions
 2. Equivalent Fractions
 3. Addition and Subtraction of Like Fractions
 - a. addition of fractions
 - b. improper fractions and mixed numbers
 - c. addition of mixed numbers
 - d. subtraction of fractions and mixed numbers
 4. Addition and Subtraction of Unlike Fractions
 - a. finding common denominators
 - b. addition of unlike fractions
 - c. addition of mixed numbers
 - d. subtraction of unlike fractions and mixed numbers

Development of Skills	Remediation
	<p>5. Multiplication</p> <ol style="list-style-type: none"> multiplication multiplication division division <p>D. Decimal Fractions</p> <ol style="list-style-type: none"> Addition Subtraction Multiplication Division Using Decimals <p><u>OTHER</u></p> <p>A. Language Usage</p> <ol style="list-style-type: none"> capitalization abbreviations end punctuation commas contractions possessives dictionaries <ol style="list-style-type: none"> usage alphabet plural synonyms prefixes suffixes synonyms

SYRACUSE LEARNING LABORATORY

Remediation of Specific Skills Deficiencies

5. Multiplication and Division of Fractions

- a. multiplication of fractions
- b. multiplication of mixed numbers
- c. division of fractions
- d. division of mixed numbers

D. Decimal Fractions

1. Addition of Decimals
2. Subtraction of Decimals
3. Multiplication of Decimals
4. Division of Decimals
5. Using Decimals

OTHER

A. Language Usage Skills

1. capitalization
2. abbreviation
3. end punctuation
4. commas
5. contractions
6. possessives
7. dictionary skills
 - a. using dictionary
 - b. alphabetizing
 - c. plurals
 - d. syllabication
8. prefixes
9. suffixes
10. synonyms

Development of Skills

Remediat

11. homonym
12. antonym
13. possess
14. singular
15. double r
16. simple s
17. simple v
18. sentence
19. word cla
20. adjective
21. verb tense
22. verb and
23. articles

SYRACUSE LEARNING LABORATORY

Remediation of Specific Skills Deficiencies

11. homonyms
12. antonyms
13. possessives - four sentence types
14. singulars and plurals
15. double negatives
16. simple subjects
17. simple verbs
18. sentence patterns
19. word classes (parts of speech)
20. adjective degrees
21. verb tenses
22. verb and subject agreement
23. articles

Evaluation	Correlation with Classroom Activities
<p>1. The Regular Student</p> <p>1. As students complete materials or certain phases thereof, appropriate post tests are administered. Results should indicate progress, if any. If not, then a reassessment of the objectives is determined for placement, hopefully, in more effective or reinforcing materials.</p> <p>If progress is shown, and/or the objective is achieved, then the student is sent back for full-time study in a regular classroom, or re-scheduled for work in another area of deficiency. Achievement testing for these students is done every 200 clock hours of classtime in the classroom.</p>	<p>A. Subject matter content and levels encountered by regular students using the Learning Center may be the same as in their classroom activities. The differences lie in the multi-media approach and variation of materials.</p> <p>B. Students from regular classes are usually referred to the Learning Center to correct a specific skill deficiency, and then reassigned to the classroom for full-time study. However, in many instances, by this time the student has become acclimated to Learning Lab procedures, and requests to be allowed to continue. In most cases this is permitted by mutual consent of the lab specialist and classroom teacher.</p>

SYRACUSE LEARNING LABORATORY

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A. Walk-In Students - The majority of students using the Syracuse Learning Center are walk-ins or part-time students of varying situations.

1. Referred by training agencies, such as New York State Employment, Health Department, Manpower, Police Department, Neighborhood Youth Corp. etc.
2. Full-time employees desiring to improve their education.

Scheduling for the walk-in must necessarily be done at the convenience of the student within the time period of the Learning Center operation.

Tuesday and Thursday -
6:30 P.M. to 9:30 P.M.

B. Students from regular classrooms

1. Examination of achievement test scores - If student shows a gap of one grade level or more between reading and math, then the student is assigned to the Learning Center for an extra period of work in the deficient subject area, providing the reading level is at least 3.0 as determined by achievement testing.

Evaluation	Correlation with Classroom Activities	
<p data-bbox="316 753 595 777">2. Part-time Students</p> <p data-bbox="351 805 701 1416">Procedures for evaluation of the part-time walk-in is the same as for regular students, except that more subject areas are necessarily considered because the nature of the program for most walk-ins involves a total program schedule rather than the correction of a specific deficiency. Aside from material tests, walk-ins are re-tested every 100 actual hours of attendance. Three copies of progress reports for all students using the Learning Center are made every 6 weeks of actual attendance. One copy for the classroom teacher, one for the student, and one for the student's folder.</p>		<p data-bbox="1332 756 1345 774">2</p>

SYRACUSE LEARNING LABORATORY

tion with
Activities

Scheduling

2. If a classroom teacher would like a student to work on an area, such as English grammar or a particular skill, then the student may be assigned to the Learning Center after consultation with the Learning Center specialist.

Presently the Learning Center operates on a 4 period day and 2 period evening for regular students.

DAILY

- 1) 9:00 A.M. - 10:15 A.M.
- 2) 10:15 A.M. - 11:30 A.M.
- 3) 12:15 P.M. - 1:15 P.M.
- 4) 1:15 P.M. - 2:30 P.M.

EVENINGS - Tues. & Thurs.

- 1) 6:30 P.M. - 7:45 P.M.
- 2) 8:00 P.M. - 9:30 P.M.

Evaluation	Correlation with Classroom Activities
<p data-bbox="337 883 494 907">3. The Staff</p> <p data-bbox="373 938 720 1151">A performance appraisal of the Learning Center Staff is made periodically by the Learning Center Specialist with the school principal in the presence of the person to be appraised.</p>	

SYRACUSE LEARNING LABORATORY

with
ivities

Scheduling

Number of Students & Staff	Training of Teachers, Para- Professionals, Other Lab Specialists
<p>Present Status:</p> <ul style="list-style-type: none"> 2 Reading rooms 1 math room 1 lab specialist 1 full-time teacher 1 full-time secretary - aid <p>All three members work with students in all three rooms.</p> <p>At present we can accomo- date between 39-45 students per period but should that occur, the present staff would be overburdened.</p> <p>There should be at least one staff person for each 20 students. The lab specialist should be concerned mainly with interviewing, testing, prescribing and evaluating.</p> <p>The teacher's function would be to carry out the prescription and provide intermediary testing as need arises.</p>	<ul style="list-style-type: none"> A. Training of Lab Personnel consists of on the job training under direction and supervision of the learning center specialist. B. Training of ABE teachers is supervised by the ABE principal and coordinator of instruction with no direct relationship with the Learning Laboratory.

SYRACUSE LEARNING LABORATORY

Teachers, Para- Other Lab Specialists

Personnel consists of on
under direction and
the learning center

teachers is supervised
ipal and coordinator of
no direct relationship
g Laboratory.

Other Functions

1. Should not admit students with clinical problems.
2. Should not be a warehouse for materials used by regular ABE classrooms.
3. Should not admit non-English speaking students unless their conversational English is of such a quality as to permit proper communication between learning lab staff and student. Because of the independent nature of learning lab procedures, a certain amount of fluency in English is absolutely essential for the student to function properly.
4. Should not admit students whose reading levels are so low as to hinder the independent learning setting, unless of course, the lab has sufficient staff to be able to spend considerable amounts of time in oral instruction.

Orientation	Diagnostic Testing	
<p>--- to lab life</p> <p>--- to the process of learning and studying</p> <p>--- reinforce orientation to NDT courses</p>	<p>Make use of achievement tests given by ABE or NDT teachers.</p> <p>Use placement tests.</p>	<p>g a</p>

UTICA LEARNING LABORATORY

ic Testing	Prescription/Placement in Materials
of achievement tests or MDT teachers. ment tests.	Done in accordance with goals of student or goals of the program as influenced by the level and ability of that student.

Development of Skills	
<u>READING</u> High School Equivalency <u>MATH</u> Thru beginning algebra and geometry. <u>OTHER</u> English ESL Speech Example: accuracy of pronunciation or phonics for ESL and native students fluency of speech for ESL students	<u>READING</u> Vocabu Word A Speed Compre <u>MATH</u> Dic require <u>OTHER</u> Certai Exa

UTICA LEARNING LABORATORY

Remediation of Specific Skills Deficiencies

READING

Vocabulary Development

Word Attack

Speed

Comprehension Skills

MATH

Dictated by vocational requirements in NDT classes. As required by ABE students.

OTHER

Certain English Skills

Example:

Capitalizing

Punctuation

Spelling

cs for ESL

Evaluation	Correlation with Classroom Activities	
<p>It's an ongoing process. Sometimes use SRA test on people and also try to get SAT reports on ABE students.</p>	<p>With MDT vocational teachers and often with MDT related education teacher, also.</p> <p>On occasion there's correlation with ABE teachers.</p>	<p>Arra</p> <p>1</p> <p>2</p> <p>2</p> <p>4</p>

UTICA LEARNING LABORATORY

ion with Activities	Scheduling
<p>ional teachers and lated education</p> <p>ere's correlation</p>	<p>Arrange this with:</p> <ol style="list-style-type: none"> 1. MDT counselors, vocational teachers and/or related education staff for all the various groups 2. ABE 3. Spanish Action Center 4. Soon a group of high school dropouts are to be absorbed.

Number of Students & Staff	Training of Teachers, Para- Professionals, Other Lab Specia
<p>Ten students per hour per teacher strikes me as a maximum. However, it depends on what they are doing (Aud-X, Controlled Reader, tape lesson, programmed workbooks, reading kits or what -). Some activities require more teacher direction, so in the last analysis the level of the student, the nature of his work and the flexibility of scheduling are the criteria.</p>	<p>Have done this, and will have to</p> <p>Various workshops are held in the</p>

UTICA LEARNING LABORATORY

g of Teachers, Para- ls, Other Lab Specialists	Other Functions
<p>ts, and will have to again.</p> <p>shops are held in the lab.</p>	<p>Research, selection, and ordering of materials.</p> <p>Clearing house for certain audio visual aids that are loaned out to other MDT staff members.</p> <p>Materials on drugs and consumer education are made available to students who hear of them and request a chance to listen to them.</p> <p>Counseling - can't avoid this, it's part of teaching.</p> <p>Counselors within and without the building need feedback and information about their clients.</p> <p>Tourist attraction duties.</p>

Orientation	Diagnostic Testing	Prescription
<p>Students are oriented to the lab by the homeroom teacher and/or the aide assigned to her class during the classes lab period.</p> <p>General orientation to our total program is done by our guidance counselors.</p>	<p>The lab is only responsible for reading and math diagnostic testing. We use the <u>California Test of Adult Basic Education</u> and a short word analysis inventory.</p> <p>The California is particularly useful because it provides the Scoreze Answer Sheets which enables us to service many people more rapidly.</p> <p>For math we use IML Math Placement Test.</p>	<p>In remedial California tests are deficient.</p> <p>For development of the Stanford 200 hours.</p> <p>Prescription test results</p>

WHITE PLAINS LEARNING LABORATORY

ting	Prescription/Placement in Materials
<p>responsible h diagnostic e California <u>Education</u> analysis inven-</p> <p>s particularly pro des the ts which en- many people</p> <p>INL Math</p>	<p>In remedial math and reading, we use the California to pick specific skills that students are deficient in.</p> <p>For developmental reading, we use the results of the Stanford Achievement which is given every 200 hours.</p> <p>Prescription is done according to diagnostic test results, then programming from our taxonomy.</p>

Development of Skills	Remediation of Skills
<p><u>READING</u></p> <p>Developmental Reading is the major job of the Lab. EDL Learning 100 and Learning 300 are the basic materials.</p> <p><u>MATH</u></p> <p>Not a function of the laboratory.</p>	<p><u>READING</u></p> <p>All skills listed in the remedial reading materials.</p> <p><u>MATH</u></p> <p>All skills taught in the remedial math in the laboratory.</p>

WHITE PLAINS LEARNING LABORATORY

Remediation of Specific Skills Deficiencies

READING

All skills listed in our taxonomy.

MATH

All skills taught in regular classes - are worked upon in remedial math in the lab.

Evaluation	Correlation with Classroom Activities	
<p>We have constant evaluation built into both our remedial and developmental programs. We <u>do not</u> take care of group testing for the total program.</p>	<p>Teachers are expected to do follow-up work in the classroom related to Learning 100.</p>	<p>daily with S hour</p>

WHITE PLAINS LEARNING LABORATORY

n with
activities

Scheduling

pected to do
the classroom
g 100.

All students are sent to the lab for 1 hour
daily for developmental reading. They come
with their total class.

Selected students also attend another
hour a day for remedial reading.

Number of Students a Staff	Training of Teachers, Para- Professionals, Other Lab Specialists
<p>We handle <u>all</u> students in our ABE program.</p> <p>We have an aide and teacher plus other professional staff on duty at all times.</p> <p>The ratio is about 10 students to 1 professional.</p>	<p>We do training of all para-professionals and have trained lab specialists from different cities in the state and also a person from Nova Scotia in Adult Education.</p>

WHITE PLAINS LEARNING LABORATORY

ing of Teachers, Para- als. Other Lab Specialists	Other Functions
<p>ing of all para-professionals ned lab specialists from es in the state and also a ova Scotia in Adult Education.</p>	<p>We work with World of Work students who are exposed to reading in a job- oriented sequence.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. SRA Work Exploration Kit 2. Imperial - "Interviews" tapes 3. "Why Work Kit" <p>We presently do not work with:</p> <ol style="list-style-type: none"> 1. Speech problems 2. Math (developmental) 3. ESL (Planning stages to have an ESL Lab annex to present lab but <u>not</u> in the present lab) 4. Standardized Testing 5. Eye Testing

Orientation	Diagnostic Testing	Pres
<p>New students are welcomed, introduced to the Learning Lab staff by the guidance counselor and/or classroom teacher and are invited to observe lab activities in operation.</p> <p>He learns of:</p> <p>A. <u>Purpose of Lab</u> As it may meet the particular student's needs and goals. (Lab Supervisor)</p> <p>B. <u>Procedure</u></p> <ul style="list-style-type: none"> - diagnosis of educational needs - prescription of materials, neither too difficult or too easy for each student - rules - for a quiet workable atmosphere - students are given copies of schedule (Learning Lab and/or ESL Lab) 	<p><u>Reading Testing</u> Based on results of initial placement, given by the counselor</p> <p>A. Botel Reading Inventory Word Recognition</p> <p>B. Botel Reading Inventory- Word Opposites Test</p> <p>Student testing between grades 2-5 or with uneven responses in reading are given:</p> <p>A. <u>Rowell-Chall</u> (Readiness and phonics)</p> <p>B. <u>Gray Oral Paragraphs</u></p> <p>C. <u>EDL Placement Test</u> - teacher made listening and reading (informal)</p> <p>D. <u>Metropolitan Achievement Test</u>-level determined by Gray Oral (item analyzed)</p> <p>E. <u>Test Lessons</u> - of varied approaches</p> <p>F. <u>Teacher-Made Test</u> - for non-readers</p> <p>Student testing 5⁺ reading level</p> <p>A. <u>California Test of Adult Basic English</u> - for reading, math and language</p>	<p>Lab Sp tions fro diagnosti</p> <p>For Wal Pro A. B</p> <p>B. I</p> <p>Aide o practice</p> <p>Re-Eval (To Wel any ti</p>

YONKERS LEARNING LABORATORY

Testing	Prescription/Placement in Materials
<p>Results of initial given by the counselor Reading Inventory d Recognition Reading Inventory- d Opposites Test</p> <p>g between grades even responses A given: -Chall (Readiness honicis)</p> <p>Oral Paragraphs Placement Test - er made listening reading (informal) opolitan Achieve- nt Test-level ined by Gray item analyzed) Lessons - of varied ches er-Made Test - for eaders ng 5+ reading level ornia Test of Adult sic English - for ng. math and lan-</p>	<p>Lab Specialist does prescribing (with sugges- tions from classroom teacher) after analysis of diagnostic tests.</p> <p><u>For Walk-In Students and those in Remedial Programs</u></p> <p>A. Remedial Prescription form is filled out in duplicate. One is for the student's work folder and one for student's personal file. Areas of reading, math, and other language skills are covered. A check list is used.</p> <p>B. Discussions with student:</p> <ol style="list-style-type: none"> 1. needed areas of remediation 2. amount of study emphasis suggested 3. student goals are determined 4. length of study suggested 5. show and explain rationale for specific material to be used 6. suggest ways to use materials to best advantage <p><u>Aide or teacher</u> - explains and gives sufficient practice in new materials (15-20 minutes).</p> <p><u>Re-Evaluation</u> - students reaction to material - (Too easy, hard, another approach needed, etc. Welcome student's requests and reactions at any time.</p>

Evaluation	Correlation with Classroom Activities	
<p>Daily progress is noted in student's instructional material folder by lab teacher, and discussed with the student. Occasionally, material used is changed if it does not help the students.</p> <p>A score on material of 85% allows the student to continue to the next step.</p> <p>The following types of instruments are used:</p> <p>Standardized Achievement Tests</p> <p>Informal Diagnostic Tests - 85% is passing score</p> <p>Publisher's placement and progress tests</p>	<p>Regular conferences of classroom teacher and lab specialist are held to discuss specific needs of groups or individual students not adequately answered with classroom material. Alternate approaches to classroom procedures are provided for unmastered skills of the students in classes.</p> <p>Material may be borrowed for classroom use. Students may use the lab - time slots amenable to classroom teacher.</p> <p>EDL make up lessons - before or after class or during reading segment of class, etc.</p> <p>Reference materials - almanac, atlas, library books are freely borrowed by classroom teacher or students</p> <p>Class activities are reinforced through Language Master for specific vocabulary needs, etc.</p>	<p>Non on</p> <p>and Fri</p> <p>on clu</p> <p>onl day</p> <p>hou</p>

YONKERS LEARNING LABORATORY

on with activities	Scheduling
<p>ences of class- lab specialist are pecific needs of ual students not ed with classroom ate approaches to res are provided ills of the es.</p> <p>e borrowed for tudents may use ots amenable to .</p> <p>lessons - before or during read- class, etc.</p> <p>aterials - almanac, books are freely assroom teacher</p> <p>ities are rein- Language Master ocabulary needs,</p>	<p>Walk-ins are permitted in the lab all day, Monday, Wednesday and Friday, afternoons only on Tuesday and Thursday.</p> <p>Developmental Reading classes (intermediate and advanced) come Monday, Wednesday, and Friday for 1½ hours each day.</p> <p>Basic and primary classes attend the lab on Tuesday and Thursday for 2½ hours (in- cluding break period).</p> <p>Reading readiness students attend the lab only 3 days weekly (10:15-12:15), 2 hours each day.</p> <p>Remedial students are sent during lunch hour (make up lessons).</p>

Development of Skills	Remediation
<p><u>READING</u></p> <p>Most students have gaps in their learning and therefore require some remedial work that may be essential to develop skills sequentially (especially necessary in <u>Math</u>).</p> <p><u>Determined By:</u></p> <p>Classroom teacher's suggestion EDL Placement Test Fluctuation of scores</p> <p><u>Procedure:</u></p> <p>Classes rotate into EDL lab either Monday, Wednesday and Friday for 1½ hours or Tuesday and Thursday for 2½ hours.</p> <p>They are accomplished and guided by the classroom teacher, lab aides, and lab teacher.</p> <p>Software and worksheets are added to work needed by students (as result of daily lesson evaluation).</p> <p>Application of lesson in classroom by classroom teacher.</p> <p>Suggested material not available in classroom.</p> <p>(Teacher has summary sheet and planbook, uses this for follow-up in classroom, planning make up lessons, and setting out material for next lesson)</p>	<p><u>READING</u></p> <p>Determined on the following:</p> <ol style="list-style-type: none"> 1. Item analysis 2. Observation 3. Student's reading information 4. Referral agency 5. Student's need for training <p><u>Procedure</u></p> <ol style="list-style-type: none"> 1. Skills needed is kept on file noted, discussed presented by 2. Daily lesson previous day 3. Teacher or student material. Teacher notes further <p>Teacher-prepared ination, etc:</p> <p><u>Mott Language</u> <u>Ideal Cards</u> <u>Conquests</u> <u>Sullivan Pro</u> <u>EDL - Word</u> <u>Controlled</u> <u>Listening</u> <u>Study Skills</u></p>

YONKERS LEARNING LABORATORY

Remediation of Specific Skills Deficiencies

READING

Determined on the basis of diagnosis and/or combination of the following:

1. Item analysis of aforementioned tests
2. Observation of classroom and/or lab teacher
3. Student's request for specific kind of assistance or information
4. Referral agency's advice
5. Student's needs and/or goals for specific job or job-training course or program.

Procedure

1. Skills needed are mapped out on a checklist and a copy is kept on file. Initial materials for each area are noted, discussed with student and a plan of study is presented by the lab specialist or lab teacher.
2. Daily lesson assignments and worksheets are noted (from previous day or period) in student's work folder.
3. Teacher or student records work completed on particular material. Teacher comments on quality of work done and notes further assignment needed (daily).

Teacher-prepared lessons and exercises - auditory discrimination, etc:

Mott Language Program

Ideal Cards

Conquests in Reading

Sullivan Programmed Readers

EDL - Word Study Story

Controlled Reader Story

Listening Tapes - Supplemental Worksheets

Study Skills

Development of Skills	Remedial
<p><u>MATH</u></p> <p>Same as listed in remedial section - except that classroom students are frequently sent to the lab when a kind of material not available in class is more suitable for them - especially for supplementary purposes.</p> <p><u>OTHER AREAS</u></p> <p><u>Language Skills</u></p> <p>technical vocabulary in content areas, e.g., drafting mechanics</p> <p>job information - Why Work</p> <p>citizenship - Filmstrips, Health, Consumer Education</p> <p>composition - book reviews</p> <p>psychology</p> <p>library - books available for home use on varied reading levels</p>	<p><u>Word Clues</u> <u>Be A Better</u></p> <p><u>MATH</u></p> <p>Dictation and</p> <p><u>Sullivan Pro</u> <u>SRA Computa</u> <u>Imperial Fi</u> <u>Figure It O</u> <u>Preliminary</u> <u>TMI Program</u></p> <p><u>LANGUAGE SKILLS</u></p> <p><u>California Self</u> capitalization.</p> <p><u>Individualized</u></p> <p><u>Worksheets</u></p> <p>EDL - E, F <u>List</u></p>

YONKERS LEARNING LABORATORY

Remediation of Specific Skills Deficiencies

Word Clues

Be A Better Reader

MATH

Dictation and reading of numerals

Sullivan Programmed Math

SRA Computational Skills

Imperial Filmstrips

Figure It Out I, II

Preliminary Math

IMI Programmed Math

LANGUAGE SKILLS

California Self-Study Lessons - usage, pronunciation, and capitalization.

Individualized English

Worksheets

EDL - E, F Listen

Number of Students & Staff	Training of Teachers, Para- Professionals, Other Lab Specialists
<p>Twenty-two students can be worked with by:</p> <ul style="list-style-type: none"> 1 Lab supervisor-specialist (for both labs) 1 Lab teacher 1 Teacher aide 1 Clerical aide (for both labs and office records) <p>Consideration must be given to:</p> <ul style="list-style-type: none"> Regular servicing of machines Rules adhered to - quiet atmosphere (no children, etc.) Efficiency of files - student test records manuals/tests/work-sheets answer keys classified Proximity of instructional materials, student folders, scrap paper, grease pencils, and transparencies, etc. 	<p>There is a three-day pre-service training period for the lab teacher, lab assistant, and lab aides encompassing:</p> <ul style="list-style-type: none"> <u>Familiarization with lab material</u> <u>Lab duties</u> - discussed and specified listing of all lab staff given to each member for a clear definition of duties and prevention of infringement on another's responsibilities <u>Evaluation</u> - of instructional styles <p>Bi-monthly regular meetings of all lab staff (both labs) with lab supervision and curriculum coordinator to discuss ways of resolving general or specific problems, new methods, new lab procedures, refinements, and re-evaluation.</p> <p>Informal meetings occasionally called when the need arises.</p>

YONKERS LEARNING LABORATORY

Training of Teachers, Para- professionals, Other Lab Specialists	Other Functions
<p>a three-day pre-service period for the lab teacher, lab and lab aides encompassing: <u>Orientation with lab material</u> - discussed and specified - of all lab staff given to member for a clear definition - of responsibilities and prevention of in- - terference on another's responsi- - bilities - of instructional styles</p> <p>Only regular meetings of all lab (in labs) with lab supervision and coordinator to discuss ways of general or specific problems, new lab procedures, refine- re-evaluation.</p> <p>Meetings occasionally called when needed arises.</p>	<p>Preparation of innovative effective material</p> <p>Selection of instructional material help- ful and appealing to adults</p> <p>Continual review of new material</p> <p>Ordering materials</p> <p>Runs local workshops for ABE teachers</p> <p>Demonstration of labs to local agencies and other area ABE personnel</p> <p>Participation in action research pro- jects</p> <p>Observation of other lab operations</p> <p>Sharing with other ABE personnel</p>

Orientation	Diagnostic Testing	P.
<p>Bilingual lab teacher and teacher aide explain to non-English speaking students procedures for using equipment and materials. Personal attention at the beginning stages helps students who at first may feel uncomfortable working independently with a machine.</p>	<p>Oral testing of ESL students is not a lab function. Students needs are diagnosed in two ways:</p> <ol style="list-style-type: none"> 1. Teachers diagnose deficiencies and report them to the lab teacher. 2. The lab teacher monitors student performance as recorded on dual track cassette tape recorders and spots individual difficulties. 	<p>Students which are in class series.</p> <p>Students specific hear and</p> <p>Walk-material Dialogue the basic teacher English.</p>

YONKERS ESL LABORATORY

Diagnostic Testing	Prescription/Placement in Materials
<p>Testing of ESL students lab function. Students diagnosed in two ways:</p> <p>Teachers diagnose deficiencies and report to the lab teacher.</p> <p>Lab teacher monitors student performance as recorded on all track cassette recorders and its individual difficulties.</p>	<p>Students who attend regular ESL classes use tapes which correspond with lessons they are working on in class in the <u>Orientation in American English</u> series.</p> <p>Students may be placed in tapes dealing with specific phonemic contrasts they find difficult to hear and produce.</p> <p>Walk-in students may be placed in such taped materials as <u>English Your New Language</u>, <u>Teaching Dialogues</u> or the <u>Intensive Course in English</u> on the basis of an informal evaluation by the lab teacher of each student's ability in spoken English.</p>

Development of Skills	
<p>Students proceed through the <u>Orientation in American English</u> series as their base texts in class. This series sets the developmental sequence for the program and the lab adheres to this sequence through the use of corresponding tapes and tapebooks.</p>	<p>At produc basis It tense tapes</p>

YONKERS ESL LABORATORY

Remediation of Specific Skills Deficiencies

1- This team e
At the present time only skill deficiencies in hearing and producing specific English sounds are treated on a remedial basis.

It is anticipated that deficiencies in producing specific tenses and structures will be dealt with in the future through tapes dealing with possible confusions and omissions.

Evaluation	Correlation Classroom Acti
<p data-bbox="556 883 1002 1068">A student using a tape must have that tape monitored and evaluated by the lab teacher. Satisfactory completion of a tape, as judged by the lab teacher, is prerequisite to proceeding to the next tape in the series.</p>	<p data-bbox="1053 883 1318 1068">There is a direct correlation with activities as each lesson prescribes the lesson to be listened to on the tape in the lesson the students class.</p>

YONKERS ESL LABORATORY

Correlation with
Classroom Activities

Scheduling

There is a direct and immediate correlation with classroom activities as each ESL teacher prescribes the lesson tapes to be listened to on the basis of what lesson the students are on in class.

Each ESL student spends approximately 9-10 hours per week in class and 2-3 in the ESL lab. Students spend one hour at a time in the lab. Each teacher has specific hours reserved for use by her class.

Number of Students & Staff	Training of Teachers, Para- Professionals, Other Lab Specialis
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The lab can accomodate up to 12 students at a time. Between 7 and 10 students is the number best handled. This is due to the number of machines available and to the difficulties of monitoring a larger number of students.

The ESL lab teacher was trained by Lab Supervisor who is in charge of both the ESL lab and the regular learning laboratory for reading and math.

The lab teacher trained the teacher who works in the lab.

YONKERS ESL LABORATORY

ing of Teachers, Para-
als, Other Lab Specialists

Other Functions

teacher was trained by the
who is in charge of both
and the regular learning lab-
reading and math.

teacher trained the teacher aide
the lab.

The ESL lab has programmed tape ma-
terials (LLINC System) for teaching
Spanish to English-speakers. These ma-
terials, though not yet put in operation,
are intended to help teachers and other
ABE staff members learn Spanish so as to
be better able to deal with Spanish speak-
ing adult students.

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